



Exemplary Practices

C-1: The Juggling Act: Preparing Teachers While Trying to Support Secondary Student Achievement

History

The Graduate School of Education and Human Development, The George Washington University, is committed to collaborative teacher training endeavors supported by partnership activities. The Urban Initiative is a Professional Development School Partnership established as the result of continuing work, over several years of commitment, to the Washington, D.C. Public Schools. Working in cooperation with Cardozo High School's Ninth Grade Learning Community, the project offers a dual certification teacher preparation program in secondary and special education and urban school reform/change efforts.

The mission of the partnership was to bring together partners who would support the university and the school in its joint work to: (1) prepare teachers for urban schools; and (2) address the difficult issue of raising student achievement. At the time of the partnership agreement, the school leadership was in flux – an appointed Board of Trustees, which had usurped the power of the elected school board, had put General Becton in charge of the schools. Subsequently, a superintendent was chosen by the Board to assume what was undeniably a school system in crisis. Two major partners joined the Urban Initiative: The World Bank Group, increasingly involved in the city, chose the GWU/Cardozo Urban Initiative as one major domestic endeavor; and AT&T gave substantial support and funding to the project, most particularly the areas of literacy and technology.

The Urban Initiative collaborates with Cardozo general and special education teachers who are responsible to the Explorers Ninth Grade Learning Community to prepare teachers for dual certification in transition special education and a secondary content area. In addition all Urban Initiative teacher interns teach Literacy, a special ninth grade course which focuses on increasing the literacy and technology competencies of entering ninth graders.

Project Components

Pre-service Education/Dual Certification
Literacy Focus
Technology Integration
Curriculum Development/Inclusion
In-service Professional Development
Student Advisory Groups

A quality pre-service preparation program for George Washington University graduate students, supported by the faculty and Urban Initiative staff onsite at Cardozo, is the hub around which six major program components are structured. The curriculum for pre-service teachers and for Cardozo students supports a focus on literacy and technology integration. Curriculum development emphasizes interdisciplinary units that are standards-based and demonstrate inclusive practice. The in-service professional development component for Cardozo teachers, La Escuela de los Profesores/Teachers' School, responds to research that identifies onsite and teacher-generated staff development as the key to productive professional development. Ninth grade students participate in weekly Advisory Groups with teacher advisors and have work-based field trips four times yearly, both of which enhance positive connections to school, teachers, and peers and prepare them to make career decisions.

Guiding Our Practice

The Urban Initiative has been chosen as one of five national case study sites of the USDOE Contextual Teaching and Learning Project (CT&L). As such, the CTL characteristics are a part of the program and serve as guides for thinking about improving the pre-service teacher preparation.

Selection and Admission Process

“We’re looking for a few good men and women”

A key to the zero attrition rate in three years of the Urban Initiative and its precursor, D.C. Spirit, is careful selection of students. Two factors seem to indicate that students are ready to face the challenge of becoming teachers in urban schools: (1) prior employment experience so that they truly understand the world of work and have made a conscious choice to become teachers; and (2) a commitment to social justice, in the form of prior advocacy or work with young people. The Haberman interview protocol assists the faculty and project staff as well as the applicants in making thoughtful decisions about the probability of successful completion of the program as well as a commitment to teaching as a career.

The admissions process is personal because teaching is personal. Prospective students meet with faculty advisors and spend a day at Cardozo observing classes and talking to current interns. They write a statement of purpose and prepare an onsite writing sample, as well as participate in group discussion, sharing their reasons for wanting to become a teacher. We want the prospective interns and the faculty and staff to jointly participate in making the best decision about which clinical placement in The George Washington University Teacher Education Program best fits the career goals, experiences, and strengths of the graduate student.

Pre-Service Preparation: A Project Cornerstone

"If you can do it here, you can do it anywhere"

Exemplary practice demonstrates that teachers who are prepared in the complex context of an urban school for a full year, with the support of cooperating teachers, university faculty and onsite staff, and a strong cohort stand a better chance of remaining in urban schools. The pre-service program is a rigorous 42-hour Masters program that certifies teachers in a Secondary Education content area with a Special Education endorsement and offers teacher interns the opportunity for a full year internship at Cardozo. While in the school context, each intern has a full day – they co-teach a literacy class; plan with staff, teachers and teammates; teach a content or special education class; and spend one class period of the four period day in seminars and reflection sessions with fellow interns in their cohort.

Teacher interns have multiple opportunities for problem solving in a supportive and collaborative environment with George Washington University project staff and faculty, cooperating teachers, and Cardozo faculty. Teacher interns participate in the full life of the school: attending meetings and staff development; curriculum planning and implementation; teaching and assessing; co-facilitating Advisory Groups and homerooms; maintaining contact with parents; tutoring; extending their technology skills; and immersing themselves in the life of the school and the students. The Urban Initiative Partnership offers the graduate students the opportunity to mesh theory with practice in the reality of the urban school setting, while receiving daily guidance and support. Thus they are better prepared to become teacher-leaders in the dynamic environment of urban education.

Literacy and Technology Focus

Designing a secondary school professional development school partnership devoted to the needs of students at risk for school failure due to significant literacy deficiencies is an ambitious undertaking. Yet that focus upon students at risk is the heart of the attempt to change the life course for students in urban schools. At the center of the Urban Initiative work are strategic reading, writing, and communication, which are fully supported by access to technology and the development of technological skill. The diagnostic and prescriptive reading process that is consistent with best practice assists all interns in becoming teachers of reading and writing. Interns are taught to use technology as a vehicle for instruction, and for preparing students for their transition to work and citizenship.

The Real Deal

The interns, Urban Initiative staff, and university faculty collaborate with Cardozo teachers to attack the multiple issues presented by students who are placed at risk for school failure because of poverty and inadequate preparation experiences. However intractable the dilemma may be, we are problem solving daily around important issues, thereby offering a model for teacher interns as they assume their roles as

teachers. The work of the Urban Initiative confronts the “messy” issues of urban education head-on. This work is hard, it is daily, and it is sometimes overwhelming. Despite the dilemmas, the teacher interns who participate in this intensive and extensive program are eager to take on the mantle of advocates and change agents and are fully prepared to do so.

Relationship to Institutional Work

The Urban Initiative Partnership Project is a member of The George Washington University's regional partnership, The Capital Educators, an affiliate of the Holmes Partnership and Project UNITE. The Capital Educators meet quarterly, engaging in activities concerning Professional Development School Partnerships and related public education reform agendas. The George Washington University Graduate School of Education and Human Development and the Cardozo High School administration and teachers are dedicated to the Urban Initiative Partnership and its related workscope, and commitments.

Key Partnership Representatives

Reginald Ballard, Principal, Cardozo High School

Joan Brown, Coordinator, 9th Grade Learning Community, English Teacher, Cardozo High School

Maxine Freund, Professor and Director of Special Projects, The George Washington University

Nataki Reynolds, Technology Coordinator, The Urban Initiative, also Holmes Scholar

Juliana Taymans, Professor and Principal Investigator, USDOE grant

Lynda Tredway, Project Director, The Urban Initiative

For more information, please contact:

Maxine B. Freund

George Washington University

2134 G. Street NW

Washington, DC 20052

Phone: 202-994-3365

E-mail: mfreund@gwis2circ.gwu.edu



Exemplary Practices

C-2: Contextual Teaching and Learning in Pre-service Teacher Education: Two Programs

Program One - University of Georgia: History

The College of Education at UGA was one of several institutions awarded a U.S. Department of Education contract in 1998 to develop a model of excellence for contextual teaching and learning in pre-service education or professional development. The overall goal of the UGA project is to develop and implement a pre-service teacher education model that:

- is based in a theoretical framework of contextual teaching and learning
- permits preservice teacher education students to move through core courses in professional education and content areas which integrate contextual teaching and learning concepts into their instruction
- utilizes a broad range of contexts (schools, community, work places) both to inform teaching and learning and to provide places for them to occur beyond the classroom
- allows pre-service teacher education students to experience contextual teaching and learning and authentic assessment in diverse settings, and
- provides opportunities for pre-service students to reflect upon and integrate their experiential learning into contextual curriculum and pedagogy that can be used in their teaching.

To create initial direction for the project, a conceptual framework was created from a detailed review of literature and the thinking, reflection, and collaboration of project faculty. The framework builds considerably on the work previously completed at Ohio State University (in collaboration with Bowling Green State University). The theoretical underpinnings of the UGA framework rest on (a) the situated cognition literature, (b) constructivism, and (c) multiple intelligence theory.

UGA's project on contextual teaching and learning in preservice teacher education has focused on four types of activities:

- **Conceptual Framework:** Theorizing, reviewing the literature, developing, and defining the concept and providing examples of CTL for project faculty
- **Professional Development:** Faculty in the project participate in business internships, seminars with business people and educators, and on-site interviews to (a) enrich faculty understanding of CTL, (b) help them integrate more context-based teaching strategies into their existing courses, and (c) help them develop new components of the program model
- **Program Design:** Design and implement CTL concepts and strategies into core and content courses for a cohort or community of learners
- **Evaluation:** Ongoing examination of processes and results of efforts to accomplish project goals, including research and dissemination activities.

In preparation for actual curriculum, course, and instructional reform, one of the most significant professional development activities for project faculty consisted of their immersion in work-based learning. Five local area businesses, in collaboration with the local Chamber of Commerce, provided tours, speakers, on-site observations, time to interview with workers and managers, and internships to project faculty in May and throughout the summer. The purposes of these activities were to help University faculty: (a) understand how to prepare future teachers to make classroom teaching and learning more relevant to the world of work; (b) learn about current, practical applications of content area disciplines in workplaces and what is expected of workers in modern technical and professional work settings; and (c) begin to identify experiences that can be designed for pre-service students in teacher education programs to help them learn about work contexts and applications to teaching/learning in various subjects.

To date, project faculty and advisory groups have primarily: (a) agreed upon the initial conceptual framework for contextual teaching and learning to guide our work; (b) taught a pilot CTL section of the sophomore core educational psychology course; (c) organized several faculty professional development activities (see above); (d) developed (now teaching) a pilot CTL section of the core sophomore/junior

foundations of education course; (c) planned 3 seminars for students on sources of discipline knowledge, academic community learning, and work-based learning; (f) finalized the design for the model; and (g) collected and analyzed much formative data.

The specific components of the redesigned teacher education program model at UGA include:

Pre-professional Courses: Educational Psychology (Learning and Development) and Educational Foundations are existing, required courses for teacher education and other majors are being revised to include contextual teaching and learning principles.

Community Work Experiences: Service Learning is an existing course involving service projects in various community agencies, programs, or settings. A new course to be developed by project faculty will introduce other structures field experience opportunities (internships in business, industry, or professional work settings) for teacher education students.

Seminars: A new series of seminars is being developed to reflect upon how field experiences connect education and the world outside of schools. They will include: *Disciplinary Knowledge*; *Basic Principles and Ways of Knowing Workplace and Community Experiences*; *Connecting Academic Learning to Out-of-Classroom Contexts*; and *Contextual Teaching and Learning in Schools*.

Disciplinary Courses: Required courses in methods of teaching and subject matter disciplines will be revised to incorporate contextual teaching and learning examples and concepts so that students can experience and apply these strategies in school settings.

Mission

The University of Georgia in Athens is a vibrant campus of 30,300 students, qualifying as both the oldest state-chartered land-grant college in the nation and consistently as a nationally recognized Research I institution. It is often referred to as the flagship in Georgia's system of 34 state-sponsored public higher education institutions. Thirteen schools and colleges, with auxiliary divisions, carry on the University's programs of teaching, research, and service.

The College of Education is the University's second largest college (the College of Arts and Sciences is first) and probably one of the largest colleges of education in the nation. The College has been in existence in some form since 1908. Today, there are about 225 tenured or tenure-earning faculty, another 150 academic professionals and credentialed support staff, over 400 graduate assistants, nearly 5,000 majors (about 3,000 undergraduates and 2,000 graduate students) and another 500 working for certification only. There are 18 undergraduate majors offered in the college and over 90 graduate programs. The College is by far the largest K-12 teacher preparation program in the state, with about 750 BS Ed degrees awarded last year. The College is consistently ranked by *U.S. News and World Report* as one of the best colleges of education in the country.

The College is decentralized into 4 schools: Leadership and Lifelong Learning; Teacher Education; Health and Human Performance; and Professional Studies. 20 departments are dispersed throughout the schools.

Key Partnership Representatives

Two schools, The School of Leadership and Lifelong Learning and the School of Teacher Education, are assuming major leadership for this project. Faculty and students from the Departments of Mathematics Education, Science Education, Social Science Education, Language Education, Middle Schools Education, Social Foundations of Education, and Occupational Studies are principally involved. In addition, the School of Professional Studies is contributing faculty to Educational Psychology and Measurement, Instructional Technology, and Counseling and Human Services. The College of Arts and Science has several contributing departments.

Community partners include the Athens Area Chamber of Commerce and its affiliated businesses and industries and six local school systems. An Advisory Committee for the project includes members from several local businesses as well as 12 academic and occupational teachers from area middle and high schools.

For more information on this model pre-service teacher education program, contact:

Dr. Richard L. Lynch, Director
School of Leadership and Lifelong Learning
The University of Georgia
129 River's Crossing; 850 College Station Road
Athens, GA 30602-4812
Phone: 706-542-3891
E-mail: rlynch@coe.uga.edu

Dr. Michael J. Padilla, Director
School of Teacher Education
The University of Georgia
316 Aderhold Hall
Athens, GA 30602
Phone: 706-542-4047
E-mail: mpadilla@coe.uga.edu

Dr. Dorothy Harnish, Coordinator
Occupational Research Group
The University of Georgia
129 River's Crossing; 850 College Road
Athens, GA 30602-4812
Phone: 706-542-4690
E-mail: harnish@coe.uga.edu

Program Two - University of Washington: History

The Center for the Study and Teaching of At-Risk Students (C-STARS) is one of seven institutions awarded U.S. Department of Education (USDOE) contracts in 1998 for the purpose of preparing teachers to use contextual teaching and learning strategies. These awards were generated through a joint initiative of USDOE's Office of Vocational and Adult Education and the National School-to-Work Office. These contracts address three components of teacher education and awards were made to the University of Georgia, Ohio State University and the University of Washington focusing on *pre-service teacher education*; to Bowling Green State University, Johns Hopkins University and the University of Wisconsin-Madison focusing on *in-service teacher education*, and to Recruiting New Teachers/Council of Great City Schools focusing on *teacher recruitment*.

The Washington State Consortium is currently facilitating a year-long Contextual Education Academy designed to increase opportunities for pre-service teacher education students to collaborate with K-12 teachers recognized for their exemplary CTL teaching knowledge and skills in planning, delivering, and evaluating CTL learning activities for K-12 students in classrooms, and particularly in local community and employment settings. K-12 teachers and education professors from Washington's diverse colleges, universities, and school districts are collaborating with a variety of local community-based organizations and employers to produce exemplars of CTL strategies and activities that work well both at the K-12 and the pre-service teacher education levels. Beginning the summer of 2000, the Consortium plans to initiate a series of regional variations of this academy approach throughout the state and involve several hundred additional K-12 teachers and professors who agree to collaborate in demonstrating a variety of alternative learning environments and PDS-type approaches for enhancing attention to CTL in pre-service education programs. The Consortium is referencing much of the work reported in *Contextual Teaching and Learning: Preparing Teachers to Enhance Students Success In and Beyond School* (ERIC, Information Series, 1998) which presents a series of USDOE commissioned papers by Hilda Borko, Linda Darling Hammond, Kenneth R. Howey, Richard Lynch, Susan Joan Sears, et.al.; and also PDS literature by Bock, Gehrke, Clift, Butler, et.al. reported in the Handbook of Research on Teacher Education, Second Edition (Sikula, 1996).

An Adaptation Professional Development School Model for CTL

Professional development schools (PDSs) have been recommended by some educators as having good potential in partial response to current calls for educational reform and the professionalization of teaching. When pre-service teacher education students in traditional teacher education programs are placed in K-12 schools for fieldwork or student teaching, relationships between universities and schools are generally top-down and directed exclusively by the universities. These arrangements tend to provide very limited opportunities for balanced collaboration among K-12 teachers and university faculty. In contrast, when universities and schools enter into an agreement to create professional development schools, the expectations and roles for university and school personnel are significantly more complex, evenly distributed and intertwined than in the traditional relationships. This new "professional" culture relies on more peer-like relationships between professors and teachers and transforms both institutions and the personnel within each. The term *professional development school* was originated by the Holmes Group (1986) in the writing of *Tomorrow's Teachers* in which teacher educators created a vision about developing schools that:

Would provide superior opportunities for teachers and administrators to influence the development of their profession and for university faculty to increase the professional relevance of their work through (1) mutual deliberation on problems with student learning, and their possible solutions; (2) shared teaching in the university and schools; (3) collaborative research on the problems of educational practice; and (4) cooperative supervision of prospective teachers and administrators (p. 56).

The Holmes Group (1990) further elaborated the concept of professional development schools in *Tomorrow's Schools* by explaining that PDSs would focus on providing professional development for both novice and experienced professionals as well as developing research about teaching. Their vision for PDSs was influenced in part by the medical profession's teaching hospitals which place those in training with those who are providing medical services in real contexts augmented by interaction with medical researchers.

Definitions Used and Guidelines Being Applied

The application of contextual learning to the American classroom has its origins in the experiential learning traditions of John Dewey who in 1916 advocated a curriculum and teaching methodology tied to the child's experiences and interests. Our consortium's operational definitions for contextual teaching and learning are rooted in Dewey's progressivism and in research findings which show that students learn best when what they are learning is connected to what they already know and when they are actively engaged in their own learning. In the course of conducting a literature review it became clear that CTL is an integration of many "good teaching practices" and several education reform approaches intended to enhance the relevance and functional utility of education for all students. The following working definitions are currently being used by the Consortium; however, we anticipate modifications as the project evolves :

- **Contextual Teaching** is teaching that enables K-12 students to reinforce, expand and apply their academic knowledge and skills in a variety of in-school and out-of-school settings in order to solve simulated or real-world problems .
- **Contextual Learning** occurs when students apply and experience what is being taught referencing real problems associated with their roles and responsibilities as family members, citizens, students, and workers.
- **Contextual Teaching and Learning** emphasizes higher level thinking, knowledge transfer across academic disciplines, and collecting, analyzing and synthesizing information and data from multiple sources and viewpoints.

The following Guidelines are used by the Consortium to identify and describe quality contextual teaching and learning, both at the pre-service teacher education and the K-12 levels:

- **Active Engagement**
Are learners actively participating in learning activities in an interactive manner?
- **Engagement in Real World Experiences**
Are learners actively engaging in experiences that compel them to either simulate or emulate how adults use the content of what is learned across natural, real-life situations?
- **Engagement in Meaningful Learning**
Are learners actively engaged in real-world experiences that motivate them to connect a sense of personal relevance, value, and meaning with the content of what is learned?
- **Engagement in Authentic Assessment**
Are learners actively engaged in multiple assessments that provide the opportunity to demonstrate performance of the content of learning according to real-world conditions and standards?

CTL Activities and Strategies Being Demonstrated

The Consortium's dual emphasis on pre-service teacher education and K-12 education brings into focus several teaching strategies that place the student in meaningful contexts that connect the students with the content of what they are learning. This holds true for both the K-12 student and the pre-service teacher education student. The most prevalent strategies typically referred to in the literature on contextual teaching and learning that our Academy professors and K-12 teachers have selected to demonstrate are different combinations of the following:

Authentic Instruction

Authentic instruction is instruction that allows students to learn in meaningful contexts. It fosters thinking and problem-solving skills that are important in real life settings.

Inquiry-Based Learning

Inquiry-based learning entails teaching strategies patterned after the methods of science and provides opportunities for meaningful learning.

Problem-Based Learning

Problem-based learning is an instructional approach that uses real-world problems as a context for students to learn critical thinking and problem-solving skills, and to acquire knowledge of the essential concepts of a course.

Service Learning

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connection between service experiences and academic learning.

Work-Based Learning

Work-based learning is an instructional approach in which students use the context of the workplace to learn content of school-based courses and how that content is used in the workplace.

EVALUATION

External evaluators from the Northwest Regional Educational Laboratory (NWREL) are currently contacting all Academy professors and K-12 practitioners to arrange for a series of site visitations designed to generate information in order to document case studies and assess the extent to which CTL practices and related procedures outlined in the action plans of these professors and K-12 practitioners have been and/or are currently being implemented. More specifically these site visitations will:

1. Document the extent to which the Academy fellows have carried out their Action Plans and the factors that have supported or limited their activities.
2. Assess the impact(s) of the Action Plans, (a) on their teacher education activities, (b) on school education throughout their respective institutions, and (c) on their pre-service teacher education students.
3. Assess the extent to which the Project has contributed to improving the quality of teacher preparation and staff development in Washington State.
4. Identify exemplars of best practices in CTL and the extent to which they reflect the Project's guidelines for quality CTL.
5. Document any initial impact(s) of the Project on enhancing attention to CTL in Washington's teacher training programs.
6. Utilize results of Case Studies to (a) provide a contextual base for development of survey instruments and other evaluation tools for use with K-12 teachers, Professors, and pre-service teacher education students, and (b) interpret and validate other data and information collected through the evaluation process.

For more information on this PDS-type model for pre-service teacher preparation for CTL contact:

Dr. Albert Smith, Principle Investigator
Center for the Study and Teaching of At-Risk Students (C-STARS)
University of Washington
4725 30th Avenue NE
Seattle, WA 98105-4021
Phone: (206) 543-3815; Fax: (206) 685-4722; Email: alsmith@u.washington.edu

Dr. Tom Owens, External Evaluator
Assistant Director, Education and Work Program
Northwest Regional Educational Laboratory
101 SW Main, Suite 500, Portland, OR 97204-3297
Phone: (503) 275-9596; Fax: (503) 275-0443
Email: owenst@nwrel.org



Exemplary Practices

C-3: Contextual Teaching and Learning: Five Profiles History

The U.S. Department of Education Office of Vocational and Adult Education and the National School to Work Office have funded a series of three inter-related projects to develop a model teacher education program based on the principals of Contextual Teaching and Learning. The first project, a partnership between The Ohio State University College of Education and Bowling Green State University was designed to develop a definition of CT&L. The definition was derived from a review of the literature, a set of commissioned papers, and the proceedings of a design conference. The following is the definition that developed:

Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers; and engage in the hard work that learning requires. Contextual teaching and learning strategies:

- emphasize problem-solving;
- recognize the need for teaching and learning to occur in a variety of contexts such as home, community, and work sites;
- teach students to monitor and direct their own learning so they become self-regulated learners;
- anchor teaching in students diverse life-contexts;
- encourage students to learn from each other and together; and
- employ authentic assessment.

The definition, along with the compendium of papers, and the Design Conference Proceedings were used to develop a Framework for Contextual Teaching and Learning in Preservice Education. The team then requested nominations of teacher education programs that best exemplified the components of CT&L. From more than 80 nominations, five sites were selected for the study. They were:

Colorado State University
George Washington University
University of Louisville
University of New Mexico
Western Oregon University

In addition to selecting sites that had exemplary programs, the Team also tried to identify sites that would provide a comparison of different types of institutions as well as a geographic balance. The sites represent two Research I institutions (University of New Mexico and Colorado State University); two Research II institutions (U of L and GWU); and one regional, comprehensive university (WOU). Three of the institutions are located in urban areas (UNM, U of L and GWU), while the other two (WOU and CSU) are located in small towns. One is a private institution (GWU), while the other four are public institutions. All are accredited by the National Association for the Accreditation of Teacher Education (NCATE). The purpose of these profiles was to provide a description of teacher education programs that have included the attributes of Contextual Teaching and Learning across all program components of teacher preparation.

The second project, a partnership between The Ohio State University College of Education and The Holmes Partnership/Project UNITE was charged with developing a model CT&L teacher education program. In addition to using the profiles to inform the model, a cross-profile analysis of the five sites was completed. A teacher education program inventory was piloted among five additional sites who are part of Project UNITE, an urban network of teacher education institutions. The analysis of the inventories is also being used in developing the model. The final model will consist of vignettes of three hypothetical institutions (a research I institution, a comprehensive regional institution, and a private liberal arts institution) along with the materials and documents to support the vignettes. Once the model is completed, it will be available, along with other components of a toolkit, to institutions who wish to implement a CT&L program. Other components of the toolkit will include a brief introduction to CT&L; the Executive Summary of the profiles; a copy of the commissioned papers; the design conference proceedings; the Framework; the completed profiles and cross profile analysis; a white paper describing the national, state, and institutional context for teacher education; a program evaluation instrument; and an implementation monograph. The last two items are to be developed in the third project.

The third project is designed to implement the model at three different types of institutions: a Public Research I institution, a highly selective private institution, and a comprehensive regional institution. While implementing the model, the institutions will collect data about their program and about the individuals involved in the program. An instrument will be developed to measure the progress of the program and the graduates of the program. The three institutions will evaluate each other's programs using a critical friends approach. They will observe each component and provide feedback to each other.

An important product that will be developed from this third project is a Primer for Change. This monograph will be written by participants of the three programs as they implement CT&L programs. The participants will include a teacher educator, a teacher education student, a school-based teacher, a university-based program administrator, and a K-12 school-based administrator. The primer will include baseline and continuing data, along with an analysis of the data for each of the three sites.

The goal of the three projects is to determine the enablers and barriers to implementing a teacher education program based on contextual teaching and learning and to evaluate the effectiveness of the program in different contexts.

Institutional Mission and Context

With nearly 50,000 students, the Ohio State University is the second largest campus in the country. It is located in the midwest, urban capital of Columbus. Students can select from 170 undergraduate majors, 122 master degree programs, and 98 doctoral programs.

For more information on this presentation contact:

Susan Hersh
Ohio State University
1945 N. High Street
Columbus, OH 43210-1172
Telephone: (614) 688-3592
Fax: (614) 292-1196
E-mail: hersh.14@osu.edu



Exemplary Practices

C-4: Preparing and Supporting High Quality Teachers: The Power of Partnerships

History

The Career Development Program (CDP) has been a program option for teacher licensure at UNM for the past 10 years. Specifically, the program targets the non-traditional population of students: second career students and educational assistants. It is the product of a joint partnership between the Albuquerque Public Schools (APS), University of New Mexico (UNM), and the Albuquerque Teachers Federation (ATF). The essence of CDP is to support the professional development of the participant's career within the educational community. The program has three overall goals:

1. To provide an innovative, superior quality teacher education experience to mid-career professionals which would result in the highest caliber graduates by: a) acknowledging the value of the professional adult learner's previous educational and life experiences; and b) lessening some of the practical and financial barriers to entering elementary education by mid-career professionals.
2. To shift some of the financial resources of the post baccalaureate program to create an incentive program of scholarships for APS educational assistants who wish to become degreed.
3. To provide meaningful in-service opportunities to veteran district teachers by: a) increasing their participation in the preservice and induction experiences of new teachers; and b) providing release time for professional development and renewal.

The APS/UNM/ATF Partnership is a model collaborative program providing systematic opportunities for university faculty to work side-by-side with exemplary classroom teachers, counselors, and administrators in the preparation and support of teachers. The Partnership focuses its efforts along the entire continuum of teacher education from the recruitment of diverse groups (including educational assistants) into teacher education; mentoring pre-service teachers; providing induction support to new teachers; and developing networks and support for advanced professional development.

The goals of the Partnership are to

1. Improve the learning and development of children and youth through the creation and delivery of a continuum of quality professional development programs and activities for educators, ranging from the student teacher through the experienced teacher, counselor, and administrator.
2. Assist in defining and realizing the broader goals of both the Albuquerque Public School District and the University of New Mexico College of Education.

As a part of the APS/UNM/ATF Partnership, the CDP post-baccalaureate program consists of a 43-semester hour, 17-month sequence of integrated methods coursework with both pre-service and induction field experiences. Each January, a group of 24 post baccalaureate students begin a first semester which combines rigorous methods coursework and a structured "teamed apprenticeship" student teaching experience in an elementary classroom with a veteran mentor teacher. The pre-service component concludes in an intensive summer of supporting coursework. This is followed by the induction experiences of a "paired internship" in the fall and a "solo internship" in the second spring semester. Throughout the academic year weekly evening seminars accompany the apprentice and intern semesters. The design of the program provides opportunities for apprentices/interns to have maximum "hands-on" experience in elementary classrooms and school settings throughout the pre-service and induction experiences.

The CDP is a very dynamic process grounded in educational theory intended to blend with the practical experiences of the classroom settings. Apprentices/interns learn about children through the study of: child development, learning theory, learning styles, motivation, intelligence, critical thinking, socialization, culture, and diversity. The concurrent theory-to-practice opportunities in the design of the program ensures apprentice/interns opportunities for application of what they are learning about children, teaching and learning. This inherent scaffolding also provides many opportunities for the apprentices/interns to develop the skills for articulating their beliefs and the knowledge that supports their practice.

An Overview of the Partners Involved

Albuquerque Public Schools is one of the largest and most diverse districts in the nation with over 85,000 students and 10,000 employees. The Albuquerque Teachers Federation represents over 6,000 school employees in APS. UNM is the largest university in the state with about 25,000 students and 2,000 faculty. The College of Education has about 115 faculty, 2,400 undergraduate and graduate students, and graduates about a third of the state's new teachers.

For more information concerning this presentation contact

Peter Winograd
University of New Mexico
Hokona Hall, Room 121
Albuquerque, NM 87131
Phone: 505-277-4533; Fax: 505-277-4661
Winograd@unm.edu

Rosalita Mitchell
University of New Mexico
Hokona Hall, Room 291
Albuquerque, NM 87131
Roalita@unm.edu

Sharon Olguin
University of New Mexico
Hokona Hall, Room 106
Albuquerque, NM 87131
Solguin@unm.edu

Teresa Kokoski
University of New Mexico
Hokona Hall, Room 234
Albuquerque, NM 87131
Kokoski@unm.edu



Exemplary Practices

C-5: Connecting Teaching and Learning in Teacher Preparation and Licensing

History

The introduction of standards-based education reform in Oregon's public schools has dramatically changed both K-12 education and teacher education in Oregon. In order to fully prepare candidates to meet the challenge of standard-based schools, the WOU teacher education program has been redesigned by faculty in both Liberal Arts and Education. To insure that K-12 students meet the more rigorous standards, teachers need to have higher expectations for all students; use a greater variety of teaching strategies; have a deeper understanding of the content that they teach; and have a better understanding of human development and learning. WOU is committed to preparing teachers who can meet those challenges.

The following are the key concepts upon which the new initial licensure program has been built:

Seamless education: The current emphasis from the Oregon Department of Education and the Governor's Office is to minimize the traditional lines among early childhood, elementary, middle level, high school and community college/university education. The new emphasis is on values related to lifelong learning with proficiency-based outcomes. In the new program, candidates have course work in human development and learning that ranges from early childhood to young adulthood. Every candidate ties a portion of his or her field experience to each of the our four authorization areas (early childhood, elementary, middle level and high school). The candidate will qualify for a license in two authorization areas.

Connecting teaching and learning The core of the curriculum and the emphasis of the field work is a belief that teachers are responsible for bringing about learning gains in every student in their class. Teacher work sample methodology is used to give candidates a model for planning instruction and evaluating their own effectiveness as teachers.

Coursework is integrated, taught and assessed by teams of faculty In the past, faculty have taught courses individually, perhaps inviting other faculty as guest speakers to present information on areas such as diversity or special education. In the new program faculty teach in teams to meaningfully integrate information. This should also contribute to their own professional growth. Assessment of student competencies is evaluated by student peers, faculty teams, and professionals from the field.

Emphasis on continuing professional development. First term students receive a description of the 14 proficiency I for beginning teachers. Attainment of the proficiencies is documented through Course work, field experience, work samples, portfolios and the integration/capstone projects. A mentoring component of the program insures that each student's strengths and weaknesses are individually reviewed, and students are assisted in developing their own areas of interest

A teacher education program that is closely tied to school districts. Western has made a commitment to form partnerships with and to assist school districts as they restructure to accommodate their school improvement plan and the changing nature of teachers' work. In the redesign, one third of the 48-hour professional core is field experience. The students are placed in a district for the four terms of field experience as part of a partnership agreement between the district and Western. These partnerships provide settings where candidates along with school and university faculty may work collaboratively to improve their teaching. In addition, every faculty member is involved in a public school, the Department of Education, or an education-related community service program.

Authentic Assessment

Just as Oregon's public school standards have defined what K- 12 students should know and be able to do, the School of Education has defined teaching proficiencies as statements of what teacher candidates should know and be able to do. The curriculum, instruction, and assessment of the candidates are based on these teaching proficiencies. There are four points in time when candidates are assessed as to their current level of performance of the proficiencies. At the end of each term, the candidates submit portfolios of evidence that document their level of proficiency in each of the areas. A scoring rubric has been developed that provides ratings for Beginning, Emerging, Developing, Maturing, Strong, and Exemplary practice. Licensure recommendation is based upon the candidate's rating on the rubric, as well as other measures.

While traditional forms of documentation, such as tests and term papers, are still used to evaluate students' knowledge, more authentic instruments are used to evaluate what they are able to do. In addition, Teacher Work Sample Methodology provides a format for linking candidate teaching to progress of their K-12 students.

Each teacher education candidate is expected to produce two work samples during their four terms. The first is a smaller version of the final product which is required for completion of student teaching and recommendation for initial licensure. The Teacher Work Sample consists of:

- A unit topic
- A brainstormed graphic organizer
- A rich description of the context/setting
- Related national, state, and/or district goals
- Rationale
- The unit goals
- The working graphic organizer
- The list of objectives (at least 10) which support the unit goals
- Lesson plans (at least 10), including any supporting materials
- Pre- and post-assessment items for each unit goal
- Pre/Post test assessment results displayed by cluster and student
- Narrative data interpretation
- Reflective essay

The Teacher Work Sample Methodology is being viewed as the benchmark for other states considering a standards-based curriculum and it provides an exemplar for the attribute of authentic assessment. The most unique aspect of the Teacher Work Sample is that it uses student learning to assess candidate performance. Student teachers are required to pre- and post-test K-12 students and interpret the data. Both the Teacher Work Sample and the teacher proficiencies include assessment strategies that have been derived from multiple sources and that are ongoing and blended with instruction. Thus while assessment is used to help professors evaluate candidates, it is also used to help student teachers modify instruction to insure that students are learning.

Institutional Mission and Content

Western Oregon University has a long and distinguished history of teacher education. The university was established in 1856. For many years it was a normal school. Today it has a strong School of Liberal Arts that works closely with the School of Education to assure excellent preparation of teachers.

Western Oregon University has over 4,000 graduate and undergraduate students, with about 1,000 enrolled in teacher education and related fields. The teacher education programs include undergraduate and graduate programs in early childhood, elementary, middle level, high school, and special education. Student teachers, through partnership agreements, work in a wide range of rural, suburban, and urban schools.

For the past 15 years, faculty have worked on a methodology to connect teacher work to student learning gains. The Teacher Effectiveness Project has produced a database of over 1,200 candidates and their effectiveness with K- 12 children and youth in a methodology called Teacher Work Sample Methodology. This work has been extended into Oregon's requirements for initial and advanced licensure.

Key Partnerships

Tarry Templeman, Teaching Research Division
Del Schalock, Academy for Standards Based Teaching and Learning
Courtney Vanderstek, Oregon Education Association Center for Teaching and Learning
Jim Chadney, Dean, College of Liberal Arts and Sciences

For more information concerning this presentation please contact:

Dr. Meredith Brodsky
School of Education
Western Oregon University
341 Monmouth Avenue
Monmouth, OR 97361
Email: brodskm@wou.edu

Dr. Helen Woods
School of Education
Western Oregon University
341 Monmouth Avenue
Monmouth, OR 97361



Exemplary Practices

C-6 Contextual Teaching and Learning: A Problem-Based Approach

The Kentucky Education Reform Act (KERA), passed after the state's system of public education was found unconstitutional because it failed to ensure an adequate education to all students, ushered in an era of exciting change at both the K-12 and post-secondary level. The systemic nature of KERA provides a reform climate that pushes schools to become more equitable, more accountable, and asks teacher preparation programs to focus on teacher knowledge and performance in real settings.

The School of Education's mission statement pledges that: "The University shall collaborate with the public schools to further educational reform in Kentucky." For more than a decade, the University of Louisville has collaborated with local educators to create professional development schools. PDS sites, where teacher preparation courses are taught, simultaneously focus on new teacher preparation and continuing school improvement and professional development activities. These sites also spur the inquiry of teacher education faculty members relative to effective, contextually sensitive teacher education and K-12 teaching practices.

Kentucky's sweeping educational reform efforts have supported University efforts to strengthen relationships among schools, families, and local communities. As an urban institution, U of L is particularly concerned with improving the education and quality of life for persons of all ethnic and cultural backgrounds. Thus, in addition to preparing teachers to meet standards for experienced teachers (see below), the Department of Secondary Education adopted the program, "Understanding the Complex Lives of Children and Adults in Schools and Society." One fundamental belief of the department's teacher education program is that understanding any complex phenomenon cannot be separated from knowledge of the context in which that phenomenon occurs. Therefore, program curriculum is centered around problem-based learning activities designed to help students understand the school context, the local community, and create multiple opportunities for teacher education students to interact with high school students in a variety of school and community contexts.

These projects are significant not only in helping address essential questions facing educators in urban schools, but also in modeling a pedagogical approach. Some call this inquiry approach, influenced by social constructivist learning theory, project-based learning, contextual learning, or authentic instruction. Regardless, of the label, however, this pedagogical approach assumes that active student learning is preferable to passive receipt of "expert" knowledge; that knowledge must be constructed in meaningful contexts; and that school learning should be connected to the world beyond the classroom. In addition to fitting departmental beliefs about teaching and learning, these ideas are consistent with the perspective adopted in Kentucky's academic expectations for students. By modeling such pedagogy, program faculty are hopeful that graduates will be more comfortable and capable of implementing a similar approach in their classrooms.

More basic to the program's emphasis on inquiry, however, is a commitment to preparing teachers to adopt a problem solving perspective with respect to their practice. In this way, faculty endeavor to prepare teachers who focus less on "doing it right" and more on understanding what their students need to do in order to learn important content. While some may characterize this perspective as less practical since less attention is paid to filling teacher education students' "tool kits" (the strategies they are likely to rely on to survive their early teaching careers). Rather, program faculty encourage teacher education students to experiment with inquiry-based approaches in their classroom practicum, internship, and student teaching placements, but emphasize that these practices are context-sensitive and are not inherently "effective." Teacher education students are encouraged to view themselves as learners, to collect data about their students' learning and their teaching practice, to form critical friendships with their colleagues, and reflect on their own practice through journal writing and continued professional development. All of these efforts, program faculty hope, will help program graduates focus on their students' learning rather than their own teaching performance.

Kentucky Experienced Teacher Standards

1. The teacher provides *professional leadership* within the school, community, and education profession to improve student learning and well-being.
2. The teacher demonstrates *content knowledge* within own discipline(s) and in application(s) to other disciplines
3. The teacher *designs/plans instruction* that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. The teacher creates a *learning climate* that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher *introduces/implements/manages instruction* that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
6. The teacher *assesses learning and communicates results* to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. The teacher *reflects* on and evaluates teaching/learning.
8. The teacher *collaborates* with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. The teacher evaluates own performance in relation to Kentucky's learner goals and implements a *professional development* plan.
10. The teacher demonstrates competency in educational technology.

Institutional Mission and Context

The University of Louisville is a metropolitan research university located in Kentucky's largest urban area. The University serves the specific educational, intellectual, cultural, service, and research needs of the greater Louisville region and has a special obligation to serve the needs of a diverse population, including many ethnic minorities and placebound, part-time, nontraditional students. U of L is home to approximately 21,000 students and 1,800 faculty. The University of Louisville offers graduate, professional, baccalaureate, and associate degrees, as well as certificates, in over 170 fields of study through 11 schools and colleges.

The School of Education's eight academic departments offer a variety of degree and certification programs including undergraduate degree programs, Master's and Doctoral level programs, and the Master of Arts in Teaching degree. The Department of Secondary Education recommends approximately 80 students per year for certification in Art, Biological and Physical Sciences, Business, English, Foreign Language, Mathematics, and Social Studies.

The Jefferson County Public Schools serves approximately 92,000 students in 87 elementary schools, 23 middle schools, 20 high schools, and 21 other learning centers. The student population is approximately 69% Caucasian, 30% African American, and 1% other. In May 1993, the National Alliance of Business (NAB) honored Louisville and Jefferson County as the recipients of the first annual Scholastic Community Award for Excellence in Education.

Key Partnership Representatives

Doug Simpson, Dean, School of Education, University of Louisville

Wynn Egginton, Co-director, Nystrand Center of Excellence in Education

Allan Dittmer, Chair, Department of Secondary Education, University of Louisville

Lori Holland, Gheens Academy, Jefferson County Public Schools

For more information on these exemplary practices contact:

Dr. Steve Ryan, Assistant Professor, Department of Secondary Education

University of Louisville

Louisville, KY 40292

Phone: (502) 261-8397

Email: ryan@louisville.edu

FAX: (502) 852-1417